

**Project WET  
Connections to  
KY Core Content 4.1**

**Idea Pools p. 7**

**Elementary**

**Writing**

WR-E-1.1.0

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by

- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme, or conclusion about the topic
- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Applying a suitable tone
- Allowing voice to emerge when appropriate

WR-EP-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's experience by focusing on life events or relationships.

Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).

WR-EP-1.1.3

In Transactive Writing,

- Students will communicate a purpose through informing or persuading.
- Students will develop an angle.
- Students will communicate what the reader should know, do or believe as a result of reading the piece.
- Students will apply characteristics of the selected form (e.g., letter, feature article).
- Students will use a suitable tone.

Students will allow voice to emerge when appropriate.

WR-04-1.1.3

In Transactive Writing,

- Students will communicate a purpose through informing or persuading.
- Students will develop an effective angle to achieve purpose.
- Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.

- Students will apply characteristics of the selected form (e.g., letter, feature article).
- Students will use a suitable tone.

Students will allow voice to emerge when appropriate.

#### WR-05-1.1.3

In Transactive Writing,

- Students will communicate a purpose through informing, persuading or analyzing.
- Students will develop an effective angle to achieve purpose.
- Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.
- Students will apply characteristics of the selected form (e.g., letter, feature article)
- Students will sustain a suitable tone.
- Students will allow voice to emerge when appropriate
- Students will create a point of view.
- Students will use a suitable tone or appropriate voice.

#### WR-04-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's experience by narrating about life events or relationships.
- Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).
- Students will create a point of view.
- Students will use a suitable tone or appropriate voice.

#### WR-05-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's experience by narrating about life events or relationships.
- Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will create a point of view.
- Students will sustain a suitable tone or appropriate voice.

## Middle School

### Writing

#### WR-M-1.1.0

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by

- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme or conclusion about the topic

- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form.
- Applying a suitable tone
- Allowing voice to emerge when appropriate

#### WR-06-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.
- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will create point of view.
- Students will sustain a suitable tone or appropriate voice.

#### WR-07-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationship or central ideas.
- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.

#### WR-08-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.
- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.

#### WR-06-1.1.3

In Transactive Writing,

Students will communicate a purpose through informing, persuading or analyzing.

Students will develop an effective angle to achieve purpose.

- Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.
- Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).
- Students will sustain a suitable tone.

Students will allow voice to emerge when appropriate.

### WR-07-1.1.3

In Transactive Writing,

Students will communicate a purpose through informing, persuading or analyzing.

Students will develop an effective angle to achieve purpose.

- Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.
- Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).
- Students will sustain a suitable tone.

Students will allow voice to emerge when appropriate.

### WR-08-1.1.3

In Transactive Writing,

Students will communicate a purpose through informing, persuading or analyzing.

Students will develop an effective angle to achieve purpose.

- Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.
- Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).
- Students will sustain a suitable tone.
- Students will allow voice to emerge when appropriate.

## High School

### Writing

#### WR-HS-1.1.0

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by

- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme or thesis about the topic
- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Applying a suitable tone
- Allowing voice to emerge when appropriate

#### WR-HS-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.

- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.

#### WR-HS-1.1.3

In Transactive Writing,

- Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing.
- Students will develop an effective angle to achieve a justifiable purpose.
- Students will justify what the reader should know, do, or believe as a result of reading the piece.
- Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect.
- Students will sustain a suitable tone.
- Students will allow voice to emerge when appropriate.